**K-5 Math Lesson Plan**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Teacher:** | | | **Grade:**  **2nd** | | | **Date(s)**: |
| **Unit Title:**   |  | | --- | | Unit 1 - Understand Place Value (Hundreds, Tens, Ones) | | | | | **Corresponding Unit Task:**   |  | | --- | | Take an inventory of the school supply store by determining how many items are leftover from last year. Use skip counting to help you find the total number of each item. | | | |
| **Essential Question(s):**  How do I compose numbers up to 1,000?   |  |  | | --- | --- | | How do you know the value of a number?   |  | | --- | | How do patterns help me skip count? | | | | | | | | |
| **Materials/Resources** | | | | **Essential Vocabulary** | | |
| **Teacher:**  Overhead/pens  Straws (can be used if you do not have enough tens rods for the students)   |  | | --- | | *The PTA has chosen you to help organize and restock the school supply store. The store has some supplies leftover from last year. The PTA needs 1,000 of each item available in the school supply store. You will need to count the total number of pencils, erasers, glue sticks, paper, and crayons and determine how many more of each item the PTA needs to order. The PTA has a limited budget for our school supply store so it is important for you to get the exact numbers needed and report your findings to the PTA treasurer.* | | | **Student:**  **Tens rods**  **Hundreds flats**  **Thousands cube** | | | |  | | --- | | place value  hundreds  tens  ones skip count  counting on  efficient  accurate  qualified | | |
| **Learning Experience** | | | | | | |
| **8 Mathematical Practices:**  1. Make sense of problems and persevere in solving them.  2. Reason abstractly and quantitatively.  3. Construct viable arguments and critique the reasoning of others.  4. Model with mathematics.  5. Use appropriate tools strategically.  6. Attend to precision.  7. Look for and make use of structure.  8. Look for and express regularity in repeated reasoning. | **Common Core State Standards:**   |  |  | | --- | --- | | |  | | --- | | ***2.NBT.2***  Count within 1,000; skip count by 5’s, 10’s and 100’s. | | | | | | | |
| **I Can Statement(s):**  **Count to 1000 using 100’s** | | | | | |
| **Activating Strategy/Hook:** (How will students become cognitively engaged and focused?)  You guys did such a great job yesterday counting to 100 and making different combinations of numbers that that the lifeguard told his/her buddies about you. Now they want us to help them count all the beach towels on many different beaches. There may even be 1,000 beach towels. | | | | | |
| **Teacher Directed:**  **Show the students how to bundle ten tens to make one hundred. Show them that you can exchange 10 tens for a 100 flat. Share the 1,000 chart with the students.** | | | | | |
| **Guided Practice:**  **Have groups of students bundle the sets of 10 and together exchange their bundle for a 100 flat. Using the 1000 cube have students stack the 100’s flats beside of the 1000 cube. This will allow them to see that 10 one hundreds makes 1000.** | | | | | |
| **Independent Practice:**  **Complete enVisions math 17-1.** | | | | | |
| **Closing/Summarizing Strategy:**  **Tomorrow we are going to be using what we have learned to help the life guard’s father, a beach store owner, count his stock of postcards. Review of how 10 tens makes 100 and 10 one hundreds make one thousand.** | | | | | |
| **Differentiation Strategies** | | | | | | |
| **Extension** | | | **Intervention** | | | **Language Development** |
| |  |  |  | | --- | --- | --- | | Skip count by numbers other than 2’s, 5’s and 10’s. |  |  | | | | Have pictures of materials for students to manipulate when counting.  Cut each shelf apart or enlarge the school store inventory poster to allow the students to focus on counting one item at a time. | | | Pre-teach vocabulary: ***total***  Have pictures of material for students to manipulate while counting.  Help students make a personal math dictionary with the word wall pictures/cards and key vocabulary to refer back to throughout the year. |
| **Assessment(s): enVisions 17-1** | | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | | |